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ABSTRACT

Research was conducted to determine the articulation between high school and college business programs in order to recommend approaches to and elements of a broad-based high school program for the college-bound business major that will (1) provide for advanced placement/college credit; (2) offer enrichment and transferable skills; (3) promote career awareness and career education; and (4) teach survival skills. Interviews were conducted with a total of 38 persons, consisting of college business department chairpersons, admissions personnel, and administrators; and high school business department chairpersons and guidance department personnel. Results of the survey indicated that many secondary schools are in the process of making changes to improve the quality of business programs for potential college-bound business majors, as well as other students. On the other hand, some schools have not upgraded or expanded their basic business programs to any extent. Business educators and business programs appear to be separated from the mainstream in some high schools, with communications and interactions sporadic and unproductive. It was recommended that secondary business departments think of interdisciplinary approaches in order to integrate themselves within the school and to provide applications for the principles taught in such courses as English, mathematics, social studies, and so on. Specific recommendations for each of the four areas mentioned above are provided in the report. (KC)

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CONSIDERATIONS FOR THE DEVELOPMENT
OF A
BROAD-BASED, HIGH SCHOOL BUSINESS CURRICULUM
FOR
COLLEGE-BOUND STUDENTS

These considerations are supported by the
concepts of relevance, transferability,
continuity and effective communications.

by

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May 1981

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This report would not have been completed without the full cooperation of those who were interviewed at the selected post-secondary and secondary schools, all of whom are identified in Appendix A. My primary objective was to identify repeated and similar patterns of responses, rather than expand on individual responses.

As a group, those who participated in the study gave their time generously. I am grateful to them for their receptivity and willingness to share the ideas, insights, perspectives and philosophies of education that formed the foundation of this report.

Contradictory viewpoints and philosophies can be identified in the body of the report. Nevertheless, I was continually aware that *all* who were interviewed shared a common bond. That bond was a genuine concern for students and their individual needs. In addition, they all desired that students strive to reach their individual potentials, an objective which I value and which underlies this study.

I am particularly appreciative of the continued support and encouragement of Joan Briggaman and William Clynes, under whose supervision the study was conducted. They gave generously of their time and expertise in consultation and provided an atmosphere which fostered both commitment and optimism. Most important, I had the freedom of interpreting my observations and presenting the material compiled from the personal interviews in a manner that was consistent with my beliefs. The Consultants succeeded in supervising and guiding the project without interfering with its natural development and outcome.

A special thanks is due to Glenda Ramos for her cooperation and long hours spent typing all the material as it was submitted and revised.

Roslyn B. Lerman

INTRODUCTION

There is an ever-growing population of students who major in business at college. According to the colleges involved in this study, at least 17% and as many as 53% of their students are enrolled in business programs. Many students have still to choose their area of concentration and yet *all* of these students have committed themselves to the exciting world of business as a career.

Are these students, who will study business at college, being stimulated and challenged in business at their high schools? The content of their high school experience may well determine their success in college. Offering these college-bound business students the opportunity to participate in programs and experiences that relate to their career objectives can be reinforcing and rewarding as well as expedient.

The purpose of this report is to recommend approaches to and elements of a broad-based high school program for the college-bound business major that will:

- provide for advanced placement/college credit
- offer enrichment and transferable skills
- promote career awareness and career education
- teach survival skills.

In keeping with these objectives, this study addresses the following questions:

1. What are the advanced placement/college credit opportunities for business students at the secondary level?
2. What courses and/or skills taught on the secondary level enrich the background of college-bound students and/or teach them transferable skills?
3. What are some of the opportunities for acquiring career awareness and career education in business?
4. What survival skills will make a student's life more meaningful and effective?

Further, it was reasoned that in the course of investigating these questions, ways to complement existing programs would emerge.

This report has been divided into four sections according to the topics explored:

- I. Advanced placement/college credits
- II. Enrichment and transferable skills
- III. Career awareness and career education

IV. Survival skills.

Each section includes its own introduction, responses from both post-secondary and secondary sources to questions posed, viewpoints on each item and the researcher's comments, rationale, and recommendations. A restatement of the recommendations concludes each of the four sections. This presentation affords the reader an opportunity to consider each topic in its entirety before proceeding to the next section of the report.

It will be helpful to your considering this material to keep in mind the broad concepts of continuity and transference of skills as they relate to the best interests of students who are preparing for careers in business.

Readers may find the following questions meaningful:

1. On the high school level, do the same challenging opportunities in curriculum exist for the college-bound *business* major that exist for those students who plan to major in other career areas?
2. Are *all* high school college-bound students offered stimulating and challenging courses in business that parallel other course offerings?
3. Is business presented to the college-bound student in the broadest possible scope?
4. Are high school graduates equipped to function effectively and meaningfully in a business-oriented society?

If you cannot answer "yes" to these questions, then perhaps it is time to take the necessary steps to implement some of the suggestions recommended here.

Note to Reader: When reading this report, keep in mind that the only high school population being discussed is that group planning to go on to a two- or four-year college after high school. In this report the terms "the student" and "the college-bound student" both refer to that population, unless otherwise specified.

METHODS AND PROCEDURE

The researcher, in consultation with Joan Briggaman and William Clynes, Consultants to the Department of Education for Business and Office Education, agreed to concentrate on the college-bound business major. She collected data by interviewing people at several Connecticut post-secondary and secondary schools.

The post-secondary schools selected were public and private, two- and four-year colleges; all secondary schools were public and were selected to represent a range of size and geographical location. Colleges were selected on the basis of the business programs they offered; high schools were selected which had a large percentage of college-bound students. The schools are listed in Appendix A.

The 38 people interviewed are named in Appendix A. Their positions were:

Post-Secondary Schools

Business department chairpersons	— 10
Admissions personnel	— 3
Administrators	— 2

Secondary Schools

Business department chairpersons	— 11
Guidance department personnel	— 12

After reviewing appropriate materials related to business, the researcher prepared three separate questionnaires based on the objectives of the project, for post-secondary personnel, for secondary business department chairpersons, and for secondary guidance personnel. Samples of the interview questions appear as Appendix B.

The researcher developed the questionnaire, personally conducted the interviews, compiled the information and submitted the report to the Business and Office Education Consultants, State Department of Education.

I. ADVANCED PLACEMENT/COLLEGE CREDIT FOR THE COLLEGE-BOUND BUSINESS MAJOR

It is possible for students to earn college credits while still in high school. They may then enter college with an advanced placement. Most college catalogues indicate that well-qualified, college-bound students can be admitted with advanced placement/college credit in some of the following ways:

- by applying for admission to college after completing the junior year at high school;
- by taking courses at college while completing the senior year at high school;
- by taking College Entrance Examination Board Advanced Placement Examinations and/or advanced placement courses at high school;*
- by taking a college-level course at the high school (for college credit) under a high school-college cooperative program.

These four are the most frequent means for gaining advanced college placement and therefore this study concentrates on them. There are other possibilities which, although rarely applicable to high school entrants, deserve mention: College Level Examination Program,[†] independent study, assessments for life experience, and work/study programs.

The question for this report is whether the qualified student who plans to pursue business is gaining early admission to college, taking college courses for credit while attending high school, participating in advanced placement courses and/or receiving college credit as a result of a high school-college cooperative program. In short, is there a population of college-bound students who are excluded from some of these opportunities either because they do not know the opportunities exist or because, in general, courses offered in the business curriculum do not lend themselves to advanced placement/college credit opportunities? If this question does not seem relevant, consider that there are many opportunities for highly motivated high school students who plan to major in science, math, history, English, languages, music and art (to name a few), to take challenging courses in their area of interest and apply them to their college transcript. The courses included in the Advanced Placement Program of the College Entrance Examination Board and those offered in the high schools as part of a cooperative program between high school and college are evidence of such opportunities.

*The *Guide to the Advanced Placement Program* is available through College Board Publication Orders, Box 2815, Princeton, NJ 08540. The company also has information on college level examinations.

[†]Information available on the College-Level Examination Program (CLEP) by writing College Board Publication Orders, Box 2815, Princeton, NJ. 08540.

QUESTIONS ABOUT ADVANCED PLACEMENT/COLLEGE CREDIT

The following questions were asked of post-secondary and secondary personnel. Their responses and the researcher's comments and recommendations are presented in this section of the report.

A. Question

Are qualified high school students taking advantage of the opportunity to apply for admission to college business programs after they complete the junior year?

Response

College personnel responded that very few students avail themselves of this opportunity and this is especially true in the area of business. High school guidance and business personnel concurred.

Advantages Cited

1. A method of expediting educational goals
2. A method of challenging high-ability students.

Disadvantages Cited

1. Maturity of the student and his or her social adjustment must be considered
2. Rushing one's education may not be of great value
3. A student's opportunity to explore career options may be limited by early identification with a career program.

Comments

There was general agreement that this method of expediting educational goals could be expanded *somewhat* by effecting good communications between post-secondary and secondary schools. It was noted that a small population of students are in a position academically to take advantage of this opportunity of early admissions to college.

Rationale for Recommendation

Because this chance for advancement reaches out to a selected few who are highly motivated achievers with strong scholastic abilities, this researcher suggests that further investigation in this area is unwarranted. However, the challenge and opportunity are available and should be suggested when appropriate.

Recommendation

It is recommended that:

qualified high school students, when appropriate, be made aware of the opportunity and encouraged to enter college after completing their junior year.

B. Question

Are motivated high school seniors taking business courses for college credit at the colleges?

Responses

College personnel responded that although some students are gaining college credit this way, most do not enroll in business courses on this basis. Almost all who were interviewed agreed that many high school students are in a position to avail themselves of this opportunity and that the program can be expanded. High school guidance and business personnel agree that very few students are involved in this experience and that the possibility of expanding this area exists.

Advantages Cited

1. A method of expediting educational goals
2. A method for challenging high-ability students
3. An opportunity for students to get exposure to the college environment.

Disadvantages Cited

1. Transportation to and from the college
2. Conflict with high school schedule
3. Student may be passing up a high school experience which also has value (e.g., independent study, work-study program, career identification and exploration) in order to take a course at college.

Comments

In general people in higher education are enthusiastic about expanding this program in the area of business. Some colleges make this opportunity attractive by keeping expense to the student at a minimum, and others state they would consider offering college-level business courses in the high school facility. There is agreement that cooperation, a good working relationship between high schools and colleges, and a willingness to overcome minor obstacles (like transportation and scheduling) are needed to implement a strong program.

High school faculty have reservations about the advantages of this experience.

Rationale for Recommendation

When a high school student is interested in being challenged by a college-level business course, and such a course is not offered in the high school curriculum, and he or she has the time and the ability, this appears to be an ideal way to get exposure to college-level courses while still remaining socially involved with high school peers.

It is suggested that high school personnel recognize that a wide range of business courses are offered in the colleges and finding one of interest which does not conflict with the high school program need not present a problem. Also, colleges are in a variety of locations (community colleges, for example, can serve many area high schools) thus transportation concerns are often isolated cases. Further, a student can take a course at college for credit and also participate in a high school experience that she or he deems valuable.

Recommendation

It is recommended that:

motivated high school seniors be made aware of the opportunity and encouraged to enroll in college business courses, when the courses are not available on the high school level and/or the student's capabilities are not being challenged by existing high school business courses.

C. Question

What are the *best* areas of concentration at the *present* time for the high-school, college-bound business major with advanced placement/college credit in mind?

Responses

College personnel responded that it is best to concentrate on the basics: reading, English (written or oral), math, science and history. Personnel put great stress on math, suggesting that the student take as much higher math as possible.

High school guidance personnel agreed that the basics warrant the most attention if advanced placement is the issue. They added the following areas of concentration: language, social studies, statistics, physics, and chemistry.

Comments

In most cases, and particularly in the four-year colleges, people emphasized that the background of an entering business major is evaluated on the same basis as freshmen entering other career areas. Therefore, it is desirable that students have a strong background in the basic areas. Further, it was stated that the basics have flexibility in that they deal with concepts and skills that transfer to all career areas.

It should be noted that for the subject matter cited above there are advanced placement courses and/or placement and evaluation tests. College-credit opportunities in a high-school/college cooperative program also include most of the above-mentioned areas of concentration.

Rationale for Recommendations

The researcher agrees that the basics should be emphasized at a high school level and values them not only as necessary tools for succeeding academically in college programs, but also as necessary tools for succeeding in all life situations. However, advance placement/college credit opportunities need not be limited to these areas. Other possibilities exist and are discussed in Question D.

Recommendations

It is recommended that:

the college-bound business major, in keeping with the entire college-bound population, concentrate his or her efforts on the basic required curriculum of English (written and oral), math, science and history, with special emphasis on math.

the student be informed that concentration in these areas affords him or her the greatest opportunity for advanced placement/college credit at this time. As advanced placement/college credit opportunities develop in the area of business, all college-bound students should be informed of the availability of these offerings. (See Appendix D.)

D. Question

What other areas of concentration for the college-bound business major might lend themselves to advanced placement/college credit in the future?

Responses

College personnel responded that the following courses may apply in the future: accounting, computer science-data processing, economics, introduction to management, introduction to business (or business organizations), and introduction to marketing.

High school guidance counselors generally agreed with college personnel, and added business law to the list.

Comment

Both post-secondary and secondary sources agree that the aforementioned courses can have advanced placement/college credit value.

Rationale for Recommendation

There is great potential for enlarging on the concepts of continuity and transference of knowledge and skills. These concepts have been applied and tested in many courses, so that applying them to business courses for the purpose of challenging the college-bound business major is merely a formality.

Methods for evaluating and testing students in business courses for the purpose of their applying for advanced placement/college credit will need to be developed cooperatively

between business personnel in the colleges and business personnel in the high schools.* A willingness to communicate and work together, in the best interest of the high school, college-bound business major, is an essential ingredient.

Recommendation

It is recommended that:

post-secondary and secondary personnel recognize that advanced placement/college credit opportunities, for courses taken from a high school business curriculum, are sorely lacking for students who plan to enroll in business programs at the college level.

E. Question

Can you identify some of the reasons why high school business courses (other than typing and shorthand) do not carry advanced placement/college credit?

Responses

College personnel offered five possible reasons. First, they said the purposes of the courses are different. High school course material tends to be more task-oriented (a practical approach), whereas college business courses focus on concepts (a theoretical approach). Next, they feel the material covered is not equivalent. High school business courses often proceed at a slower pace than college courses and demand less of the student. Third, college courses stress handling the decision-making aspects of course material which may differ from the emphasis at the high school level. Another point is that the self-discipline built into college courses is rarely part of high school courses. Finally, they said the training and experience of college instructors may be more concentrated in a particular area of business. This may affect the depth and focus of a given course.

High school business department heads identified differences in material covered as a main reason, and agreed with college personnel that the pace and intensity of high school business courses are often not equivalent to that of college business courses.

Most agreed that the purposes of the course may differ, and added that these courses at the high school level are not geared to advanced placement/college credit, consequently they tend to have value as foundation and background courses for those that will be taken at the college level. Also, many business courses at high schools are geared to the student who is training for entry-level jobs.

They added that another consideration may well be that the students' purposes are different: her or his degree of career identification and commitment may account for what can or cannot be accomplished in a high school course.

Comment

There is sufficient agreement here to indicate that business courses offered at the high school level are difficult to equate with business courses at the college level.

Rationale for Recommendations

Because the high school business faculty has not had the opportunity to gear their courses to advanced placement/college credit objectives, it is recommended that attitudes of both post-secondary and secondary personnel change to accomplish this end.

*The College Level Examination Program includes some examinations for college credit in business subjects. This program, however, is not commonly used for students who move directly from high school to college.

It is the researcher's opinion that if the business departments in post-secondary schools were to accept advanced placement/college credit opportunities for college-bound business majors, then secondary schools would be receptive. Such acceptance would then motivate the business student to commit him or herself more fully to succeeding in a given high school business course; it would also provide additional status to the course itself.

Recommendations

It is recommended that:

post-secondary and secondary business personnel determine and meet the criteria that will enable such courses as accounting, computer science, economics, introduction to marketing, introduction to management, and others to become eligible for advanced placement/college credit.

post-secondary and secondary business and guidance personnel take the necessary steps to increase the status of business courses that lend themselves to advanced placement/college credit opportunities and effect their acceptance into advanced placement/college credit programs.

F. Question

High school business department heads were asked: Would you be willing to adjust your business courses to have them more closely resemble those in colleges? The objective would be to insure continuity (at least) and advanced placement/college credit (at best).

Responses

Although all agreed that they would be willing to make adjustments if convinced that it was in the best interest of the potential business major, people also expressed several concerns. If high school business courses become demanding and sophisticated, chairpeople felt they might result in a high rate of failure. Therefore, they pointed out the necessity of screening students carefully to be sure they are capable of handling the increased demand. Some chairpeople felt it may be necessary to restructure courses and/or offer several levels of the same course. Others wondered if the emphasis at the high school level should be on advanced placement/college credit and specialization or on keeping options open.

Comments

Since post-secondary schools determine what is adequate preparation for college courses and in what instances this preparation applies for advanced placement/college credit, it was the business personnel at the secondary level who were asked to express whether or not they were willing to adjust present course material to coincide with the college concept. There is general agreement that courses in business differ considerably not only from high school to high school but also from high school to college. This indicates that a good deal of effort and consideration is needed to set goals to insure a better transfer of concepts and skills.

Rationale for Recommendations

It is evident from conversations with educators that there is little communication between post-secondary business faculty and secondary business faculty. Therefore, it is recommended that faculties strive to establish effective communications and a good working relationship, with the focus on the college-bound business major.

The post-secondary schools can only benefit by taking the initiative in suggesting ways to develop advanced placement/college credit business courses in the high schools. This would result in more freshmen entering with the skills and concepts in business that are valued on a college level.

Introducing at least one course from a business curriculum that can be taken in a cooperative program between the high school and college and for which college credit can be attained might be a worthwhile goal and is strongly recommended.

Recommendations

It is recommended that:

communications between post-secondary business departments and secondary business departments be improved to achieve more continuity for the college-bound business major.

high school business departments, in conjunction with appropriate post-secondary instructions, develop a program for the high school college-bound business student emphasizing concepts and skills that transfer well into college business courses.

high school guidance departments support the efforts of business departments to develop a college-bound program for potential business majors.

G. Question

High school guidance counselors were asked: How do you challenge motivated students at the high school level in business?

Response

We encourage the student to take: independent study; co-op program courses for college credit; honors program for business students (note: availability rare); career identification and exploration courses; more courses in the business program including economics (most frequently cited), business law and business administration; a work study program and/or "shadowing."

Comment

It was suggested that motivated students exhaust these high school courses before considering alternatives.

Rationale for Recommendations

There is merit to the suggestion to exhaust opportunities at the high school level before considering other alternatives. In keeping with this suggestion, it seems necessary that business departments supported by guidance, take the necessary steps to insure that these opportunities are available in their particular high school.

Recommendation

It is recommended that:

motivated students be encouraged to broaden their scope in the area of business by participating in stimulating and challenging programs at the high school level.

each high school take steps to see that these programs are available to their students.

SUMMARY OF RECOMMENDATIONS

The following recommendations are lettered according to the question to which each refers.

It is recommended that:

- A. when appropriate, qualified high school students be made aware of the opportunity and be encouraged to enter college after completing their junior year.
- B. motivated high school seniors be made aware of the opportunity and be encouraged to enroll in college business courses, when the course is not available on the high school level and/or the student's capabilities are not being challenged by existing high school business courses.
- C. the college-bound business major, in keeping with the entire college-bound population, concentrate her or his efforts on the basic required curriculum: English (written and oral), math, science, and history, with special emphasis on math.

the student be informed that concentrating on these disciplines affords him or her the greatest opportunity for advanced placement/college credit at this time. As advanced placement/college credit opportunities develop in business, all college-bound students should be informed of the availability of these offerings. (See Appendix D.)

- D. post-secondary and secondary personnel recognize that advanced placement/college credit opportunities, for courses taken from a high school business curriculum, are sorely lacking for students who plan to enroll in college business programs.
- E. post-secondary and secondary business personnel determine and meet the criteria that will enable such courses as accounting, computer science, economics, introduction to marketing, introduction to management, and others to become eligible for advanced placement/college credit.

post-secondary and secondary business and guidance personnel take the necessary steps to increase the status of business courses that lend themselves to advanced placement/college credit opportunities and effect their acceptance into advanced placement/college credit programs.

- F. communications between post-secondary business departments and secondary business departments be improved to achieve continuity for the college-bound business major.

high school business departments, in conjunction with appropriate post-secondary institutions, develop a program for the high school college-bound business student emphasizing concepts and skills that transfer well into college business courses.

that high school guidance departments support the efforts of business departments to develop a college-bound program for potential business majors.

- G. motivated students be encouraged to broaden their scope in the area of business by participating in stimulating and challenging programs at the high school level.

each high school take steps to see that these programs are available to their students.

The researcher is enthusiastic and optimistic about the inclusion of business courses into advanced placement/college credit cooperative programs (which are becoming popular in high schools). The format has been developed in many other subject areas. All that remains is for education to apply the same principles to business courses.

II. ENRICHMENT AND TRANSFERABLE SKILLS FOR THE COLLEGE-BOUND

Business courses whose subject matter is global can begin to introduce college-level ideas to high school students. Such courses are those which avoid the overspecialization of many high school business courses. Their scope is broad enough that concepts taught transfer effectively to all careers and could therefore enrich all college-bound students. Some attention should also be given to skills that promote success in college and/or other life situations.

In this section of the study an effort was made to:

- identify courses from the high school business curriculum which can enrich all college-bound students;
- identify skills which transfer well into the college situation and increase students' likelihood of success;
- identify courses from a business curriculum (and elsewhere) whose focus is teaching the skills which post-secondary schools value.

ENRICHMENT

A. Question

College personnel were asked: What business courses would you like to see offered at the high school level to enrich the background of the college-bound student? The objective would be to stimulate awareness of the broad area of business and/or to provide a broad background in business concepts and skills which can be applied to many career areas.

Responses

College personnel suggested the following courses:

Economics: business economics, economic history, economic geography
General business courses, including principles, concepts, systems, and ethics
Management principles
Marketing principles
Computer science; data processing
Consumer education
Typing; note-taking.

Most high school business department heads agreed that the courses listed by college personnel were valuable as enrichment courses, and said they would like them included in a high school business curriculum. They also wanted to see the curriculum include business law, business communications (written and oral), accounting, and business English.

Comment

Secondary and post-secondary personnel agree that business courses with a broad scope, flexibility and transferability can enrich students. The researcher believes courses on the following subjects also meet the criteria of enrichment: finance and investments, insurance,

personal development, personal money management (or dollar-power), income tax, and real estate.

Rationale for Recommendations

There is a wide range of business courses that can be taught at a high school level and are valued at the college level because they contribute to the education and background of every student. They serve to broaden the scope of college-bound students and can be applied to higher learning in business and other career areas. In addition, they transfer to other life experiences.

Recommendations

It is recommended that:

secondary schools strive to increase their business course offerings with the objective of including business courses that enrich and broaden the background of *all* students.

students in the secondary schools be made aware of the value of enrichment courses in business and be encouraged to take them to add another dimension to their education.

TRANSFERABLE SKILLS

B1. Question

College personnel were asked: What basic skills would you like to see developed at the high school level for college-bound students?

Responses

College personnel responded that the following skills are essential for success in college and all life situations:

Basic skills: math (quantitative and applied), English (composition; reading), and science (scientific method);

Communication skills (written and oral) and interpersonal skills;

Reasoning, decision-making, problem-solving and clear, logical and critical thinking.

B2. Question

College personnel were asked: Are there recurring deficits in the backgrounds of freshmen?

Responses

College personnel responded that students are deficient in the skills identified in question B1 and are often weak in:

- study skills, writing and documenting research papers, effective use of the library
- spelling
- discipline in regard to learning (in general) and studying and meeting deadlines (specifically)
- having a sense of identity, self-confidence, a value system, and ethics.

Comments

The responses to questions B1 and B2 were consistent, although phrased differently. There was overwhelming agreement that students lack reasoning ability, decision-making, problem-solving, research and study skills. The consistency prompted the researcher to examine the validity of these observations by seeking a correlation between post-secondary and secondary responses.

High school guidance personnel were therefore asked the following question:

In your opinion, which of these areas (taken from B1 and B2) are least emphasized in high schools?

Response:

1. The most frequent response was study skills, i.e., preparing research papers and using the library.
2. The second most frequent response of high school guidance personnel was reasoning, i.e., decision-making and problem-solving skills; and clear, logical and critical thinking.

Other responses:

3. Interpersonal communication skills
4. Spelling
5. Reading (because it is not taught per se).

Citing study skills and reasoning ability correlates with observations of post-secondary personnel. (Two schools, however, mentioned particular strength in study skills.) Because there was general agreement and concern over neglect of reasoning, decision-making, problem-solving, and study skills, the following questions were asked of high school guidance and business personnel. Questions B4 and B5 concern the thinking process and questions B6 and B7 concern study skills.

B3. Question

In your opinion, which of the following areas are *least* emphasized at the high school level? (The list offered included the various responses to Questions B1 and B2.)

Responses

High school guidance generally responded that the *least* emphasis is given to the areas of:

1. Study skills — research papers-library use (the most frequent response).
2. Reasoning — decision-making; problem-solving — clear, logical and critical thinking (the second most frequent response).

Other responses:

3. Interpersonal -- communication skills
4. Spelling
5. Reading (because it is not taught per se).

Comments

As noted above, 1 and 2 were cited most often and correlate with postsecondary observations. It is noteworthy that the study skills area was cited as the *most* neglected area. (Note: two schools mentioned particular strength in that area.) Because there was general agreement and concern in the areas of reasoning, decision-making, problem solving, etc., and study skills, the following questions were asked of High School Guidance and Business Personnel. Questions B4 and B5 focus on the thinking process and Questions B6 and B7 focus on study skills.

REASONING, DECISION-MAKING, PROBLEM-SOLVING

B4. Question

How do you teach reasoning, decision-making, problem-solving and clear, logical, critical thinking at the high school level?

Responses

High school personnel responded that:

1. These skills are incorporated in the basic course curriculum: English, math, science, social studies.
2. Science (the scientific method) and higher math courses stress these skills.
3. Many business courses address this area. The most frequently cited were: business law, accounting, data processing-computer concepts; business management, business economics; business psychology; dollar power; investing, and typing.
4. There are packaged courses offered by Educational Testing Service on "Decision-making"* and "Values Clarification." (NOTE: Available at a few schools only.)
5. Psychology, sociology, and the dynamics of human behavior address this area.
6. Much decision-making is done on an individual basis with guidance counselors and faculty.

Comments

There was agreement that reasoning, decision-making and problem-solving skills deserve attention because they transfer to all subjects, careers and life situations. Thus, the researcher attempted to examine this issue more closely by posing the following question to high school business personnel.

B5. Question

What can you offer as suggestions for *best* developing the skills of reasoning, decision-making, problem-solving, etc., for business students (at the high school level)?

Response

High school business personnel responded that the following courses are most effective in dealing with this area:

1. Math, business math (most frequent response)
2. Science (scientific method)
3. Economics, business economics
4. Business psychology
5. Sociology, the humanities
6. Office practice and procedures
7. Computer programming.

They added these suggestions for future consideration:

1. A course in logic
2. A case study type of course that deals with business problems.

Comments

It is agreed at both the post-secondary and secondary levels that reasoning, decision-making, problem-solving, clear, logical and critical thinking are skills to be stressed early in one's education. People commented that because the job market is always changing, teachers should focus their attention on transferable skills.

Rationale for Recommendation

Although it was pointed out that many courses include *some* training in reasoning, decision-making, or problem-solving, the researcher is not convinced that these skills are stressed. Identifying a problem, recognizing its implications, considering alternative solutions and deciding which solution is the most appropriate in a given situation are skills which must be stressed. Perhaps a course approach is needed to develop these skills better.

*See *Decision Making*, available from Educational Testing Service, Box 2815, Princeton NJ 08540, and Sidney B. Simon et al, *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* (New York: Hart Publishing Company, 1972).

Recommendations

It is recommended that:

teaching techniques that provide the high school student with many opportunities to use his or her reasoning, decision-making, problem-solving, and thinking capabilities be emphasized in existing courses.

a specific course be developed that effectively teaches reasoning, decision-making, problem-solving and thinking, and that this course be offered in the high school curriculum and strongly recommended for *all* students.

special consideration be given to such courses as: business economics, consumer education and personnel management (from a business curriculum) and decision-making and values clarification (from the national program), because they teach reasoning, decision-making problem-solving, and thinking.

STUDY SKILLS

B6. Question

Identify some courses in the high school curriculum which focus on study skills, writing research papers and effective use of the library (asked of high school guidance and business).

Responses

High school personnel responded that the following courses apply:

1. English, business English (most frequent response)
2. History and social studies
3. Economics
4. Many courses incorporate these skills
5. Study skills course (one school only).

Comment

Since there is agreement that having good study skills is closely related to success in college, the following question was asked of high school guidance and business personnel.

B7. Question

What do you suggest will *best* teach study skills at the high school level?

Responses

1. Offer a course in study skills which includes taking notes, writing research papers, footnotes and bibliographies, and how to use a library effectively.
2. Integrate these skills into present course material.
3. Since many business courses deal with these skills, recommend them to the students.
4. Quarter courses (10-week terms) can effectively address these skills.

Comments

The broad area of study skills (how to study, taking notes, outlining, writing research papers, effective use of the library) has been identified as weak in regard to the entering college freshman. This area is also identified by high school personnel as receiving the

least attention at the high school level. (One or two schools report library training and writing research papers is stressed at their particular school, but this is the exception rather than the rule.)

Rationale for Recommendations

Not only do study skills carry over from high school to college, but there appears to be a direct relationship between proficiency in these skills and success at college. The researcher suggests that high school students can benefit from more training in study skills.

Recommendations

It is recommended that:

study skills be emphasized in existing courses

new courses be introduced into the high school curriculum that focus primarily on study skills;

faculties consider *requiring* a study skills course for all students.

SUMMARY OF RECOMMENDATIONS

The focus in this section was on enrichment courses and transferable skills as they relate to the college-bound student.

The following recommendations were made and are lettered according to the question to which they refer. It may be helpful to reread the portion that was presented to support each recommendation in order to give it full consideration.

Enrichment

It is recommended that:

- A. secondary schools strive to increase their business course offerings with the objective including more business courses that enrich and broaden the background of *all* students.

students in the secondary schools be made aware of the value of enrichment courses in business and be encouraged to take them to add another dimension to their high school education.

Transferable Skills: (Reasoning; problem-solving; decision-making; clear, logical and critical thinking)

It is recommended that:

- B1-5. teachers provide the high school student with many opportunities to use her of his reasoning, decision-making, problem-solving and thinking capabilities.

a special course be developed that effectively teaches reasoning, decision-making, problem-solving, and thinking and that this course be offered in the high school curriculum and strongly recommended for *all* students.

special consideration be given to such courses as: business economics, consumer education, personnel management (from a business curriculum) and decision-making and values clarification (from the national program) because they teach reasoning, decision-making, problem-solving, and thinking.

Transferable Skills: (Study skills, writing and documenting research papers and effective use of the library)

It is recommended that:

B6-7. study skills be emphasized in existing courses.

new courses be introduced into the high school curriculum that focus primarily on study skills.

faculties consider *requiring* a study skills course for all students.

The researcher suggests that business has much to offer not only the potential college-bound business major, but also the entire high school population, in general, and the high school college-bound population, in particular. It appears to be important to consider whether or not the college-bound student is exposed to the possibility of business as a career and/or business in a broad sense.

Every student can benefit from exposure to business concepts and skills which are transferable. Thus, business can contribute to all students by providing them with enrichment courses and transferable skills. Educators at the high school level have the opportunity to view business courses in broad terms and to include exposure to business as part of a well-rounded curriculum for their college-bound students. Since it has been determined, through interviews, that high school students (particularly in their senior year) have the time to take such courses, all that is needed is for administration to recognize their value.

III. CAREER AWARENESS AND CAREER EDUCATION

Schools have been paying a good deal of attention recently to promoting career awareness and providing career education.

Most educators agree that career awareness and career education should begin early in one's education and can be effective when presented as part of the content of a given course. Nevertheless, when the subject of career education as it relates to business is discussed, many people express fear of overspecialization. Concerns regarding overspecialization are based on the narrow rather than the broad view of business. This narrow view may prevent students from considering business as a career.

Post-secondary and secondary schools accept the responsibility of promoting career awareness and providing career education for the college-bound students. Is the broad area of business an integral part of career awareness and career education programs? This important question suggests a few more specific ones such as:

1. How much emphasis is placed on career awareness and education for the potential business major?
2. Are the colleges and high schools working cooperatively to coordinate a program of career awareness and career education in the area of business, for all students who go on to higher education?
3. Is the fear of overspecialization (by educators) a realistic one or is it preventing students from considering business as a career option?
4. Are career awareness and career education programs providing the input which enables a student to choose an appropriate area of concentration?

Being well informed about career opportunities in business serves to broaden a student and moves toward the concept of keeping options open rather than overspecialization, as some have suggested. On the other hand, being aware of the many opportunities that exist may not have practical implications unless it contributes to the decision-making process of identifying with and choosing a career area. It is incumbent on post-secondary and secondary schools to provide this broad view of business so that students can make responsible decisions.

QUESTIONS ABOUT CAREER AWARENESS AND CAREER EDUCATION

Post-secondary and secondary personnel were asked the following questions. Their responses, the researcher's comments and recommendations are addressed in this section of the report.

A. Question

What are some means of promoting career awareness and career education in business at the high school level? (Asked of college personnel and high school personnel.)

Responses

1. College personnel responded that the following can be effective:
 - a. Speakers from various areas of business
 - b. A basic economics course
 - c. Career days
 - d. Guidance and career centers
 - e. College business faculty visiting the high school
 - f. College booklets describing courses of study available in college business programs.
2. High school guidance personnel responded that the following can be effective and were in fact in evidence at some high schools this year:
 - a. Career days
 - b. College fairs
 - c. Speakers from the business world
 - d. Career libraries, career centers, newsletters
 - e. A career planning course (10 weeks)
 - f. Interest inventories
 - g. A system of identifying interested students to inform them of speakers who will discuss career areas for which they have shown a preference
 - h. Shadowing.
3. High school business personnel cited the above and also added:
 - a. Field trips to business and industry
 - b. Films
 - c. Guidance department input
 - d. Work observation weeks
 - e. Career education incorporated into business course content.

Comments

College personnel stressed the importance of keeping options open at the high school level. They indicated that career awareness and career education at this level should emphasize the wide range of possibilities that exist and not be a narrowing down process. College personnel agreed that the high school level is not the level to commit oneself to a career if one is going on to college. They added that an effective program in career awareness and career education involves participation from business, colleges, high school guidance and business personnel and parents.

High school personnel were consistent in noting that a good deal of career awareness and career education is dealt with in their career centers and guidance offices. They were of the opinion that student identity searches may be necessary at this level and appear to be closely related to making responsible career decisions. They added that students interested in business would welcome the opportunity to visit the schools of business at the colleges and universities in order to become better acquainted with their programs and course offerings.

Rationale for Recommendation

There are many ways to promote career awareness and career education at the high school level in the area of business. Some programs and activities which are not as widely subscribed to as others hold promise for better informing high school students of career possibilities; among them are meetings between college business faculty and potential busi-

ness majors and colleges preparing pamphlets that acquaint high school students with their business programs.

At the high school level, a career planning course (including business), shadowing, identity searches and incorporating career information into existing business courses are worthwhile endeavors.

In order for career awareness and career education to be effective and far reaching, a well coordinated communications system which informs students of the many special programs and activities available in business needs to be developed. Newsletters, notices, instructors, word of mouth, etc., are common vehicles employed to meet this end. Careful planning which effectively uses these vehicles could insure better communications. A broad-based program that provides career awareness and career education needs to involve parents who exert much influence on students' career decisions. *Business, in its proper perspective as a broad area offering a multitude of career options, should be an integral part of a career awareness and career education program.*

Recommendations

It is recommended that:

college business personnel meet with high school business students and others to communicate information which broadens their knowledge of business as a career.

all colleges, where appropriate, prepare and distribute to the high schools a booklet that describes the business programs available in their colleges (as some colleges have done).

existing high school programs that promote career awareness in business be expanded to include parents.

a well-coordinated communications system be developed which reaches all interested high school students and their parents to notify them of programs and activities that promote awareness and education in business.

an effort be made, at the high school level, to present business in its broadest terms.

B. Question

What is your opinion of the value of a business exploratory course at the high school level as a means of promoting career awareness and education?

Responses

1. Colleges responded that a business exploratory course which keeps options open and includes speakers from a wide range of business areas could be of value.
2. High school business personnel responded that in the past, such a course has not had much impact because:
 - a. it has been planned principally for high school freshmen who lack the maturity and background to benefit from it.
 - b. sometimes a business exploratory course becomes a dumping ground for unmotivated students.
 - c. such a course offers a little bit of everything and thus lacks substance.
 - d. few students elect to take the course.

They added that there are alternatives for presenting a more substantial and challenging course to explore business careers, such as:

- a. a course which combines exploring business careers, enthusiastic speakers from the business world and field trips.

- b. a business careers course geared to the upper levels of high school (11th and 12th grades).
- c. a career planning course which includes business.

Comments

Personnel at both post-secondary and secondary schools agreed, with qualifications, that a high school course that offered a broad view of business careers and other related information (like job opportunities, salaries and training) would be valuable. One contradicting opinion was that such a course might encourage specializing too early. It was suggested that a business exploratory in the 8th and 9th grades is sufficient for providing a general overview.

Rationale for Recommendations

Educators have a responsibility for informing and educating students about business at the high school level. A large percent of potential business majors enroll in college accounting programs because they are not aware of the alternatives available in business. At the end of the freshman and sophomore years, the largest drop-out rate from college business programs is in accounting. That many of these students transfer to other business programs indicates that many high school students are considering business from the narrow point of view and suggests that a broader view is essential. Further, because a large percent of the college student body is in fact enrolled in business programs, high school career awareness and career education in business is relevant.

Recommendations

It is recommended that:

exploring the broad area of business careers at the high school level be encouraged because it has relevance.

a course be offered and recommended at the high school level (11th and 12th grades) which explores business careers and includes input from the business world, colleges and other relevant sources.

C. Question

What are some of the programs and/or activities that promote career awareness and career education in business at the college level? (Asked of college personnel.)

Response

College personnel responded that career awareness and career education in business is provided in some of the following ways:

1. through clubs and associations
2. through seminars and speakers
3. through career centers and career counselors
4. during career awareness days/weeks
5. by participation in a work study or independent study program in the business department
6. by input from instructors in business courses.

Comments

Clubs and associations appear to be the most popular vehicles for getting career information directly to the student. Frequently, college personnel expressed a fear of *overloading* students with career options too early in their college experience. Most agreed that the best time to stimulate interest and to make an impact is during the last year of their college

education. They agreed that students are more receptive at that time and had the experience on which to base a sound decision.

Rationale for Recommendation

Although there are many opportunities at the college level to participate in activities and experiences that promote career awareness and education in business, more students would take advantage of these opportunities if there were better communication about them.

Recommendation

It is recommended that:

college personnel develop a communications system for reaching all interested business majors to apprise them of the many opportunities that are available to them for broadening their knowledge of careers in business.

D. Question

How does the college business major discover which area of concentration is most appropriate? (Asked of college personnel.)

Response

College personnel responded that:

1. the trial and error process of taking introductory business courses provides the best measuring stick for making a career decision.
2. remaining flexible and open to many possibilities insures making a sound decision.
3. placement and career centers have much to offer the student in this area.
4. counselors and advisors can assist a student in weighing career options.
5. participating in a personal investigation of oneself (interest tests, personal inventories) can be helpful in some cases.

Comments

Most post-secondary personnel agreed that taking courses is the best way to zero in on one's area of concentration. Keeping options open early in one's college career is suggested (particularly at the four-year colleges).

Rationale for Recommendation

Although an attitude of open-mindedness is valued, making a career decision at some point in one's educational experience has practical implications. Therefore, a certain amount of structure built into the college curriculum would work toward this objective.

Recommendation

It is recommended that:

a well-rounded program, which assists the college business student in making a career awareness and career education at the college level. This program should be built into the college curriculum and ideally should include all of the following:

1. introductory courses that broaden a student's awareness while he or she remains uncommitted
2. scheduled appointments with personnel from career centers and placement offices to promote career awareness and career education
3. on-site visits to and interviews in the business world
4. scheduled appointments with counselors and advisors to redefine goals and relate them to course selection
5. gaining additional input from personal inventory searches to effect a responsible and appropriate career decision.

SUMMARY OF RECOMMENDATIONS

The focus in this section was on career awareness and career education for the high school college-bound student who plans to pursue business as a career.

The following recommendations were made and are lettered according to the question to which they refer. It may be helpful to reread the portion that was presented to support each recommendation in order to give it full consideration.

It is recommended that:

- A. college business personnel meet with high school business students and others to communicate information which broadens their knowledge of business as a career.

all colleges, where appropriate, prepare and distribute to the high schools, a booklet that describes the business programs which are available to their colleges (as some colleges have done).

programs at the high school level that promote career awareness in business be continued and expanded to include parents.

a well-coordinated communications system be developed which reaches all interested high school students and their parents to notify them of programs and activities that promote career awareness and education in the area of business.

an effort be made, at the high school level, to present business in its broadest terms.

- B. exploring the broad area of business careers at the high school level be encouraged because it has relevance.

a course be offered and recommended at the high school level (11th and 12th grades) which explores business careers and includes input from the business world, colleges, and other relevant sources.

- C. college personnel develop a communications system for reaching *all* interested business majors to appraise them of the many opportunities that are available to them for broadening their knowledge of careers in business.
- D. a well-rounded program, which assists the college business student in making a career decision, be the objective of career awareness and career education at the college level. This program should be built into the college curriculum and ideally include all of the following:
 - 1. Introductory courses that broaden a student's awareness while he or she remains uncommitted.
 - 2. scheduled appointments with personnel from career centers and placement offices to promote career awareness and career education.
 - 3. on-site visits to and interviews in the business world.
 - 4. scheduled appointments with counselors and advisors to redefine goals and relate them to course selection.
 - 5. gaining additional input from personal inventory searches to effect a responsible and appropriate career decision.

Keeping options open and exploring the world of business are not mutually exclusive. Electing to take appropriate business courses and career education courses in the area of business at the high school and/or college level is not overspecialization. Rather, it serves to include the world of business as a career option, promotes career awareness and career education by adding to one's alternatives and can result in providing a sound basis for a career decision.

The trend in college business programs today is away from overspecialization. Business core programs are based on the concept of building flexibility into business programs. The implication of this trend is that business may provide students with the broadest possible background and offer the widest variety of career options.

IV. SURVIVAL SKILLS

If high school business departments were to make their impact felt on the college-bound student in no other way, and this would be most unfortunate, certainly they can contribute decisively to survival skills. Whether or not a high school student pursues business as a career she or he must live in a business-oriented society. Survival thus depends on being aware of many business concepts and being fortified with the many skills required to carry on one's daily living effectively and meaningfully.

Who of us will not be in the business of managing our personal affairs, regardless of the career area we choose? Who of us will not have to relate to people on some level, and provide ourselves and/or others with the necessities of life (food, clothing, shelter)? The decisions we make in this regard can be responsible or irresponsible depending on our awareness and knowledge of the business systems within which we must operate.

This section focuses on information which fosters independence rather than dependence, because it contributes to the body of general knowledge and skills that allows one to function as an effective individual.

It is the researcher's intention to:

- identify the most frequently cited and agreed upon survival skills and concepts,
- identify courses and methods of teaching survival skills and concepts,
- recommend how best to insure that *all* high school students get adequate training in survival skills and concept.

QUESTIONS OF SURVIVAL SKILLS

The following pertinent questions were asked of post-secondary and secondary personnel. Their responses, the researcher's comments and recommendations are addressed in this section of the paper.

A. Question

What survival skills and/or concepts would you identify as being essential in the background of a high school student who is going to college and/or entering a business-oriented society?

Response

1. Colleges responded that the following list of skills and concepts are relevant for *all* students:

SURVIVAL SKILLS

Basis Skills

written skills
verbal skills
interpersonal skills
how to use a library
personal typing
business math
metric system
computer system
solving problems
making decisions

Job Hunting Skills

interviews
resumes

Job Information

forms of remuneration
fringe benefits
salary deductions

Money Management

installment purchasing
large product purchasing
use of consumer reports
comparison shopping

Insurance

auto
other
shopping for insurance

Banking

balancing a checkbook
types of accounts
bank services:
 reading interest tables
 kinds of interest
depreciation
notes, drafts
loans
credit
mortgages

Taxes

filling out income tax
 forms
auto
property
personal and other

2. When asked to comment on the concept of survival skills, college personnel offered the following:
 - a. It is important to bring the material world into the high school curriculum.
 - b. It is important to teach discipline, respect for self and others, and how to relate to others.
 - c. Many of the concepts and skills included in the list are directly related to managing personal finances.
 - d. Understanding the economic system (profit motive) through economic education is relevant.
3. High school business personnel were asked to consider the list of survival skills (compiled from post-secondary input) and to suggest additions. Their suggestions include:
 - a. Investments
 - b. Real Estate
 - c. Reading skills
 - d. Filling out forms and applications
 - e. Business communications, like letters and requests
 - f. Voting
 - g. Use of office machines
 - h. Unionism.

Comments

A complete list of survival skills mentioned in this section of the report is included in Appendix C. The researcher suggests including following directions and reading maps.

There was agreement that the skills and concepts listed herein are those which enable one to function more effectively and meaningfully on a daily basis. Post-secondary and secondary sources consistently spoke of the importance of these skills.

Rationale for Recommendation

The responses about survival skills in general convinced the researcher that there is relevance and transferability here that warrants attention. In the business of living from day

to day, most people are directly involved in transactions that require a working knowledge of many of the survival skills and concepts listed. These skills are basic, relevant, and add to the awareness and better understanding of all students.

Recommendation

It is recommended that:

secondary schools commit themselves to teaching survival skills and concepts because they are relevant to the life experience of *all* high school students.

B. QUESTION

What are some of the courses in a high school business curriculum which focus on these survival skills and concepts? (Asked of high school personnel.)

Responses

1. High school business department heads responded that the following courses focus attention on survival skills:
 - a. Business math; consumer education, dollar-power; personal finance; business economics; business law; accounting; and business English. (Note: these courses were cited most often.)
 - b. Data processing and computers, typing, office procedures; investments; real estate; business communications; introduction to business (concepts); business psychology. (Note: these courses were cited by some.)
2. High school guidance department personnel responded that survival skills are addressed in the business curriculum and by the following:
 - a. All courses listed above
 - b. Mock interviews
 - c. English courses
 - d. Economic courses
 - e. Home economics courses
 - f. Cooperative work programs.

Comments

There is consistency to the responses as regards business courses that address survival skills. It is apparent that the business department courses are much more attuned to developing these skills, and understandably so. Business today is a very broad area and is relevant to many life experiences.

Rationale for Recommendation

If we are to address survival skills on broad terms, input from business departments through business courses is essential. The business departments are most involved in the course material that deals with survival skills and concepts.

Recommendation

It is recommended that:

secondary school personnel communicate to the administration that many business courses are of value to all students because the course content is directly related to teaching survival skills and concepts.

C. Question

In your opinion, what are the most effective methods of addressing survival skills at the high school level?

Responses

1. High school business department personnel responded that the following are most effective in teaching survival skills and concepts:
 - a. Quarter courses or mini courses
 - b. Business courses
 - c. Mock interviews
 - d. Seminars
 - e. Workshops
 - f. Survival skills days
 - g. Simulation.
2. High school guidance personnel suggested the following:
 - a. Offer a survival skills course (packaged for many to buy)
 - b. Offer quarter courses and mini courses
 - c. Incorporate these skills into existing curriculum
 - d. Incorporate these skills into career education
 - e. Handle on an interdisciplinary basis with each department adding its input where appropriate.

Comments

All agreed that survival skills are universally relevant. A few expressed concern that there is no way to determine which high school students are exposed to certain survival skills. Since many of these skills and concepts are incorporated into a variety of courses (most often business courses). Those who do not take a particular business course may not learn them. Therefore, the researcher infers that the college-bound student has the least exposure to survival skills.

It was suggested that survival skills and concepts be taught more directly and in a more organized way. Guidance counselors suggested that an interdisciplinary approach to survival skills be considered, a suggestion that is valued by the researcher.

Rationale for Recommendations

It is apparent that survival skills and concepts, because of their relevance, are valued by post-secondary and secondary sources. Although it is an area dealt with at the high school level in a variety of ways, its impact is limited. No high school student should lack the training and skills that enables her or him to prepare a brief resume, fill out an application form, write a letter of application and "sell" him or herself to others (both in writing and orally). Therefore, these basic survival skills and concepts along with the others listed in this portion of the report had best be addressed by some definite planning.

The input from business departments is valuable and relevant in the area of survival skills and concepts and should be incorporated into basic course requirements at the high school level.

Recommendations

It is recommended that:

educators exert the necessary pressure to insure that survival skills and concepts are included in the required high school curriculum in at least one of the following ways:

1. offer and require a broad-based survival skills course for all high school students. (Such a course might be: consumer education; survival skills; consumer techniques; dollar-power or personal financial management.)
2. offer and require that the high school student take a given number of quarter

courses that deal directly with survival skills. Package sequences (3th to 12th grade) that include the most essential and relevant skills.

3. develop and coordinate a broad-based interdisciplinary survival skills course which is required. An appropriate amount of input and participation from business personnel should be included. The criterion for such a course should be how fully it incorporates the various survival skills and concepts listed in Appendix C.

SUMMARY OF RECOMMENDATIONS

The focus in this section was on survival skills and concepts and their relationship to the high school student.

The following recommendations were made and are lettered according to the question to which they refer. It may be helpful to reread the portion that was presented to support each recommendation in order to give it full consideration.

It is recommended that:

- A. secondary schools commit themselves to teaching survival skills and concepts because they are relevant to the life experience of all high school students.
- B. secondary school personnel communicate to the administration that many business courses are of value to all students because the course content is directly related to teaching survival skills and concepts.
- C. educators exert the necessary pressure to insure that survival skills and concepts are included in the required high school curriculum in at least one of the following ways:
 1. offer and require a broad-based survival skills course for all high school students. (Such a course might be: consumer education, survival skills, consumer techniques, dollar-power or personal financial management.)
 2. offer and require that the high school student take a given number of quarter courses that deal directly with survival skills. Package sequences (9th to 12th grades) that include the most essential and relevant skills.
 3. develop and coordinate a broad-based interdisciplinary survival skills course which is required. An appropriate amount of input and participation from business personnel should be included. The criterion for such a course should be how fully it incorporates the various survival skills and concepts listed in Appendix C.

The survival skills and concepts discussed in this section of the report are basic to functioning effectively in a business-oriented society and necessarily involve business concepts and business skills. These skills and concepts promote sound decision-making and add to the quality of life. At the high school level these skills are learned primarily through business courses, thus it is strongly urged that appropriate business courses be required at the secondary level.

CONCLUSIONS

This report has been prepared for the purpose of making recommendations for developing a broad-based high school program (Appendix D) for the college-bound business major that:

- provides for advanced placement/college credit
- offers enrichment and transferable skills
- promotes career awareness and career education
- teaches survival skills.

The factors which the report stressed (continuity, transferability, relevance and effective communications) are common to each of the four major areas and have practical implications.

The study presupposes that most people will agree to the following:

1. There is a population of high school students, other than those training for entry-level jobs, who will pursue business as a career at the college level.
2. These potential college-bound business majors have preparatory and enrichment needs which can be identified.
3. The broad area of business (skills, principles and concepts) is relevant in today's business-oriented society.
4. A broad-based program in educational terms implies the inclusion of business in one's background.
5. All high school college-bound students, regardless of their career choice, can benefit from a knowledge of business skills, principles and concepts.
6. Continuity, transferability and effective communications are concepts which have value and practicality and can be applied to the broad area of business.

During the interviewing process, suggestions and recommendations emerged which can be applied to existing programs and serve to complement and expand upon them. These suggestions and recommendations can be summarized by restating the key points that were stressed in this report.

- I. At the high school level, a program designed to apply to advanced placement/college credit opportunities for the college-bound business major needs to include advanced placement/college credit business courses and high school/college cooperative programs. Ideally, these courses and programs will afford the student advancement and college transcript credit in his or her selected college business program. Effective communications

between business educators at the post-secondary level and business educators at the secondary level supported by administration and guidance could help to accomplish this end. A willingness to strive to increase the acceptance of business courses at a high school level is a necessary ingredient. Continuity and transferability to college is an objective that could serve to provide the motivation needed to implement a strong program.

- II. At the high school level, a program that offers enrichment and emphasizes transferable skills for the college-bound business major and others needs to include business courses that are broad in scope and those that focus on developing the thinking process and study skills.

Recognizing that there are many business courses that deal with skills, principles and concepts that transfer effectively to all career areas and life experience, is necessary to dispel the myth that taking business courses at a high school level is "overspecialization." Communicating and stressing to administration and guidance the relevance and value of such business courses may serve to direct attention to business in broader terms. Adding another dimension (i.e., the broad area of business) to the background of all college-bound students could be the objective here. This implies the inclusion of business courses whose substance is on a par with stimulating and enriching course offerings in such subject areas as science, math, English, history, music, and art.

Teaching the transferable skills of decision-making, studying, and so on has relevance for all high school students and needs to be emphasized.

- III. Career awareness and career education programs should provide the exploring student and her or his parents with a view of business in its proper perspective. Presenting business as a career in broad terms could effect significant attitudinal changes and should be an essential part of career awareness and career education in high schools and colleges.

Communications with and input from a variety of sources will increase one's understanding of business as a career and is likely to result in his or her making more responsible and judicious decisions about a career.

A business background provides considerable flexibility in that it can transfer to most careers and thus gives support and strength to the credentials of those seeking employment.

- IV. Functioning effectively and meaningfully in a complex business-oriented society necessitates being knowledgeable about many business systems, concepts and skills. Teaching survival skills to all high school students can result in improving the quality of their life by increasing the likelihood of responsible decision-making.

IN CONCLUSION, the researcher suggests that more attention be directed to improving the quality of business courses and to broadening the concept of business at the high school level. Many secondary schools are in the process of making changes in this direction. They have implemented stimulating and challenging business programs for potential college-bound business majors, as well as other students.

On the other hand, some schools have not upgraded or expanded their basic business programs to any extent. Business educators and business programs appear to be separated from the mainstream in some high schools. In those instances, it is apparent that communications and interactions are sporadic and non-productive. Therefore, it seems necessary to stress the point that business affects and is relevant to a variety of courses. For example, business

could be the practical and contemporary application of the theory and history taught in such courses as career planning, English, math, science, history, social studies, political science, humanities, and ecology. Business departments should therefore be urged to think of interdisciplinary approaches, which might create cohesiveness rather than dichotomies between departments.

Since business is an integral part of the world in which we live, it is appropriate to include business in a well-rounded curriculum at both the high school and college levels. To accomplish this end, effective communications and a good working relationship between post-secondary business departments and secondary business departments, between secondary business departments and high school guidance, could increase the desirability of high school business courses. Further, it would make their inclusion into the required high school curriculum and advanced study programs more probable.

APPENDIX A

COOPERATING EDUCATIONAL INSTITUTIONS

Post-Secondary Schools

Four-Year Colleges and Universities

Private:

Post College	Shirley Kates
--------------	---------------

University of Hartford	Edward Wall Elaine Miller
------------------------	------------------------------

University of New Haven	Warren Smith
-------------------------	--------------

Public:

Central Connecticut State College	John Lowry
-----------------------------------	------------

Southern Connecticut State College	James C. Hsiao Edward Donohue
------------------------------------	----------------------------------

University of Connecticut	Ann Huckenbeck
---------------------------	----------------

Two-Year Community Colleges

Public:

Greater Hartford Community College	Frank Chiaramonte
------------------------------------	-------------------

Manchester Community College	Fred Ramey
------------------------------	------------

Mattatuck Community College	Robert Litro John G. Hayes Henry Pronovost
-----------------------------	--

Middlesex Community College	Helen Errede William J. Kaiser
-----------------------------	-----------------------------------

Secondary Schools

Avon High School	Denise Beeney Robert Piper
------------------	-------------------------------

Conard High School	Henry Grzybala
--------------------	----------------

Darien High School	Tina Santella Gerald Heffernan
--------------------	-----------------------------------

Farmington High School	Helen Talalaj William Controvillos
------------------------	---------------------------------------

Glastonbury High School	Joyce Lamontagne Virginia Gordon
-------------------------	-------------------------------------

Greenwich High School

Lewis S. Mills High School

Manchester High School

New Canaan High School

New Milford High School

Simsbury High School

Wethersfield High School

William Hall High School

Windham High School

**Mary Capuano
Marie Catana**

Sally Lord

**Emil Ostrowski
Anne Beechler**

**Mildred Haskell
Robert Groeschner**

**Joseph Petrone
Robert Van Derzee**

**Angelina Rallo
Alan Arhava**

Daniel Spaneas

Roger Brown

Edward Schupak

APPENDIX B

SAMPLE OF QUESTIONNAIRE (Post-Secondary Schools)

BUSINESS DEPARTMENT CHAIRPERSONS

General Information

What percentage of the student body is enrolled in business programs?

I. ADVANCED PLACEMENT/COLLEGE CREDIT:

- A. What do you see as the best areas of concentration (at the high school level) for advanced placement/college credit opportunities?
- B. What other courses could be developed from a business curriculum to meet your needs and apply for advanced placement/waiver/college credit?
- C. Identify the major difficulties that exist in building in continuity between high school business courses and college business courses. Focus on reasons why they don't lend themselves to advanced placement/college credit opportunities.
- D. How often do you accept students into business programs upon completion of their junior year at high school? Comment.
- E. Are many high school seniors taking business courses for college credit at your college? Comment.
- F. Can you suggest programs that would increase the advanced placement/college credit opportunities for the college-bound business major?

II. ENRICHMENT AND TRANSFERABLE SKILLS:

- A. What business courses, taken at the high school level, could enhance the background of *all* college-bound students?
- B. What basic skills would you like to see developed at the high school level for the college-bound business major and others?
- C. Identify recurring deficits in the high school background or general experience for the college student.

III. CAREER AWARENESS AND CAREER EDUCATION:

- A. What is the best way for a business student to discover what his/her area of concentration will be?
- B. What special programs are available in your college for the business major that promotes career awareness and education?

C. What are some of your ideas for promoting career awareness and education in business at the high school level? Comment on a business exploratory course, speakers, etc.

D. What programs did you plan for the college-bound business major which involved the high schools?

IV. SURVIVAL SKILLS:

A. What skills or concepts would you identify as survival skills essential to the background of all high school students, college-bound or others?

SAMPLE OF QUESTIONNAIRE
(Secondary Schools)

BUSINESS PERSONNEL

Focus: College-bound students pursuing business as a career

GENERAL INFORMATION:

1. Are the college-bound students taking business courses? If yes, which courses?
2. What business courses do you offer and suggest for the college-bound business major?
3. If the business department and guidance department were to plan a sequence for the college-bound business major (recommended electives to complement required curriculum) what would it include? (Ideally.)
4. What areas of business do students ask about? How are you able to assist them?
5. Do you have many opportunities to provide the guidance department with your input for the purpose of encouraging students to explore the area of business?

I. ADVANCED PLACEMENT/COLLEGE CREDIT:

- A. Do you ever recommend a student for early acceptance (after their junior year) into a business program at college or suggest that they take college business courses for credit in their senior year? What are your ideas about working to expand this area?
- B. What do you think some of the reasons are why high school business courses don't apply for advanced placement/college credit to the college level?

Do you see the purposes of the courses as different?

Comment on the material covered and course content.

Would you like the opportunity to communicate to others and coordinate the business course content in high school to resemble the college concept more closely?

What is your opinion of the possibility of working something out between high

schools and colleges to insure continuity (at least) advanced placement/college credit (at best)?

Would you be willing to make adjustments to present course material?

II. ENRICHMENT AND TRANSFERABLE SKILLS:

- A. It has been suggested that the following business courses could enhance the background of *all* college-bound students:

basic typing
economics
economic geography
economic history

introduction to management
introduction to marketing
data processing principles
business ethics - business (in general)
consumer education

QUESTIONS:

1. Are the college-bound students taking those courses listed which you offer?
 2. If not, why do you think they are not?
 3. Of those you don't offer, which do you feel are of the most value?
 4. What additions would you like to make to the list?
 5. How could some of these courses be built into the college-bound curriculum?
- B. What courses for the college-bound business major deal with problem-solving, decision-making, clear, logical and critical thinking?

Do you have other suggestions for how best to address this area?

- C. Skills that have been identified as making success in college more likely for the college-bound business major and others are: study skills; effective use of the library; writing research papers (footnoting, bibliography, etc.).

How do you address this area?

Do you have suggestions for dealing more effectively with this area?

III. CAREER AWARENESS AND CAREER EDUCATION:

- A. What types of programs did you have for the college-bound business major?
- B. What is your opinion of the value of a business exploratory course/speakers from the business world as regards career awareness and career education?

IV. SURVIVAL SKILLS: (List prepared from college input)

- A. What are the names of some business courses that emphasize these skills or concepts?

- B. Is the list fairly complete?
- C. Would you like to make some additions?
- D. What are your ideas for including most of these skills or concepts at the high school level?
- E. Can you suggest other means of addressing the survival skills area other than through curriculum?

V. OTHER:

- A. Can the Bureau of Vocational Services (Business and Office Education) assist you in any way?
- B. Ideally, how would you like to see us function in relation to you?
- C. Have you any additional thoughts or suggestions you would like to share in regards to any of the area we discussed?

SAMPLE OF QUESTIONNAIRE
(Secondary Schools)

GUIDANCE INFORMATION

Focus: College-bound students pursuing business as a career

GENERAL INFORMATION:

1. What percentage of the student body goes on to college?
2. In what programs do they enroll?
3. What are minimum credit requirements for graduation?
4. Scheduling:
 - a. What courses are required for the college-bound student?
 - b. Is there time left for the college-bound student to add to her/his business background?
 - c. Who helps the student plan his/her academic program?
5. If the guidance department and the business Department were to plan a sequence for the college-bound business major (recommended electives to complement required curriculum) what would it include? (Ideally.)
6. How does your office assist the college-bound student who is interested in business?
 - a. Does the business department provide you with much input?

7. Do you have any reservations about encouraging students to explore business as a career?

I. ADVANCED PLACEMENT/COLLEGE CREDIT:

- A. What do you see as the best areas of concentration for the college-bound business major in regards to advanced placement/college credit opportunities?
- B. What courses from a business curriculum might apply for advanced placement/college credit opportunities in the future?
- C. Early acceptance to college into business programs (after junior year) — high school seniors taking college business courses for credit —

Is much being done in this area?

Do you feel this program can be expanded?

What is needed to implement a strong program?

Should you get involved?

- D. Do you feel that high-ability students make good use of their senior year?
- E. What can the high school do to challenge the highly-motivated student in the area of business?

II. ENRICHMENT AND TRANSFERABLE SKILLS:

- A. How does the college-bound business student and others get exposure to problem-solving, decision-making, critical, logical and clear thinking?
- B. Do you feel that the college-bound business student and others get much training in how to study, write research papers, effectively use a library, etc.?
- C. Which of the following is given the least emphasis at the high school level?

math; reading; written and verbal skills; spelling; study skills; decision-making/problem solving; interpersonal skills.

III. CAREER AWARENESS AND CAREER EDUCATION:

- A. What programs did you have this year for the college-bound in the area of business?
- Were parents included?
- Were colleges involved?
- B. Do colleges keep you up-to-date on new programs in the area of business for the college-bound?
- How do you get this information?

Where does it go after you see it?

- C. Is there good communications between the colleges and your high school in the area of business?

Who is involved at the high school level?

Who is involved at the college level?

- D. Do you have any suggestions for programs between the colleges and your high school that would promote career awareness and career education in the area of business for the college-bound business major?

IV. SURVIVAL SKILLS: (List prepared from college input)

- A. What courses emphasize these survival skills?
- B. Would you like to add any skills or concepts to the list?
- C. What are your ideas for including most of these skills and concepts at a high school level? (Courses or other suggestions.)

V. OTHER:

- A. Can the Bureau of Vocational Services (Business and Office Education) assist you in any way?
- B. Have you any additional thoughts or suggestions you would like to share in regards to any of the areas we discussed?

APPENDIX C
SURVIVAL SKILLS

GENERAL SKILLS AND CONCEPTS

written skills
oral skills
reading skills
interpersonal skills
how to use a library
how to read a map
how to follow directions
how to use office machines
how to vote
business math
personal typing
metric system
computer system
solving problems
making decisions

JOB HUNTING SKILLS

interview
resume
filling out forms and applications
business communications —
 letters, requests, etc.

JOB INFORMATION

forms of remuneration/deductions

fringe benefits
unionism

REAL ESTATE

INVESTMENTS

MONEY MANAGEMENT

installment purchasing
large product purchasing —
 use of consumer reports
comparison shopping

INSURANCE

auto
other
shopping for insurance

BANKING

checkbook — how to balance
types of accounts
bank services
interest - reading tables
 - kinds of
depreciation
notes, drafts
loans
credit
 importance of establishing
mortgages

TAXES

filling out income tax form
auto
property
personal and other

APPENDIX D

RECOMMENDED COLLEGE-BOUND BUSINESS COURSES

A broad-based program for the college-bound high school business major that:

I. Provides for Advanced Placement/College Credit Opportunities

- a. Accounting¹
- b. Introduction to Economics¹
- c. Introduction to Management¹
- d. Introduction to Marketing¹
- e. Introduction to Business Principles¹
- f. Computer Science — Data Processing¹
- g. Business Law¹

II. Offers Enrichment and Transferable Skills

- a. Business Economics — economic history, economic geography
- b. Introduction to Computer Science — data processing
- c. personal management
- d. decision-making
- e. values clarification
- f. study skills
- g. typing — note taking²

III. Promotes Career Awareness and Career Education

- a. careers in business
- b. career planning course
- c. personal inventories
- d. on-site visitations and interviews in the business world

IV. Teaches survival skills

- a. consumer techniques
- b. personal management
- c. dollar power
- d. mini courses in interpersonal skills, decision-making, job hunting skills, banking, taxes, insurance, real estate and investments.

¹ Negotiable for waiver/advanced placement/college credit if more emphasis is directed toward continuity to college courses.

² Keyboard skills are absolutely necessary for executives, management and mid-management personnel.

APPENDIX E

Roslyn B. Lerman
596 Old Sherman Hill Road
Woodbury, Connecticut 06798

A.A. May, 1976	Mattatuck Community College Waterbury, Connecticut	Major: Psychology
Summa Cum Laude "Who's Who Among Students in American Junior Colleges" 1975-1976		

B. A. December, 1978	Southern Connecticut State College New Haven, Connecticut	Major: Psychology Minor: Spanish
Summa Cum Laude Assisted in establishing "Adults Returning to College (ARC)" at S. C. S. C. (1977) — Treasurer 1977, 1978.		

Other Activities

Mattatuck — Bicentennial Committee — student representative
Independent Study program

S. C. S. C. — Student Policy Committee

Waterbury Area for Retarded Children — Roosevelt School — volunteer 1974-1976

Work Experience — Bookkeeper, Dental Assistant

Presently —

Pursuing Master's Degree in the Counseling School Psychology program at S. C. S. C.

Area of Concentration: Student Personnel

Career Objective: Career Planning and Placement Counseling

Personal: Married — 2 children

EXECUTIVE SUMMARY

**CONSIDERATIONS FOR THE DEVELOPMENT
OF A
BROAD-BASED, HIGH SCHOOL
BUSINESS CURRICULUM
FOR
COLLEGE BOUND STUDENTS**

These considerations are supported by the concepts of relevance, transferability, continuity and effective communications.

Bureau of Vocational Services
Division of Vocational Education
State Department of Education
Hartford, Connecticut

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Bureau of Vocational Services
Division of Vocational Education
State Department of Education
Hartford, Connecticut
May 1981

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INTRODUCTION

There is an ever-growing population of students who major in business in college. The colleges in this study report that 17% to 53% of their students are enrolled in business programs. Although many of those students have not determined their concentration, they have all committed themselves to business.

For these students, finding stimulating and challenging business programs in high school may well determine their degree of success in college. Such opportunities, which relate to their career objectives, can be reinforcing and rewarding as well as expedient.

This report aims to recommend approaches to and elements of a broad-based high school program for the college-bound business major that will:

- provide for advanced placement/college credit
- offer enrichment and transferable skills
- promote career awareness and career education
- teach survival skills.

In the full report, each of these main areas is covered in its own section, which includes an introduction, responses from the high school and college personnel interviewed, perspectives on each question asked, and the researcher's comments, rationale, and recommendations. A restatement of the recommendations concludes each section.

METHOD AND PROCEDURE

The researcher, in consultation with Joan Briggaman and William Clynes, Consultants to the Department of Education for Business and Office Education, agreed to concentrate exclusively on the college-bound business major. She collected data by interviewing people at several Connecticut post-secondary and secondary schools.

The post-secondary schools selected were public and private, two- and four-year colleges; all secondary schools were public and were selected to represent a range of size and geographical location. Colleges were selected on the basis of the business programs they offered; those high schools were selected which had a large percentage of college-bound students. The schools are listed in Appendix A.

The 38 people interviewed are named in Appendix A. Their positions were:

at colleges:

10 business department chairpeople

3 admissions personnel

2 administrators

at high schools

11 business department chairpeople

12 guidance department personnel.

Separate questionnaires were prepared for college personnel, business department chairpeople, and high school guidance personnel. Samples are given in Appendix B.

The researcher developed the questionnaires, personally conducted the interviews, compiled the information and submitted the report to the Business and Office Education Consultants, State Department of Education.

ADVANCED PLACEMENT/COLLEGE CREDIT FOR THE COLLEGE-BOUND BUSINESS MAJOR

High school students may earn college credits, and then enter college with an advanced placement. The questions investigated here were whether potential business students are excluded from that placement either because they do not know about the opportunities or because high school business courses do not lend themselves to college credit, and whether these students should be encouraged to enroll in advanced-level business courses.

The researcher, who is enthusiastic and optimistic about including business courses into advanced placement/college credit cooperative programs, believes that educators need only apply to business courses the format for advanced placement already used in other courses.

Recommendations are lettered according to the questions in the full report to which each refers.

It is recommended that:

- A. when appropriate, qualified high school students be made aware of the opportunity and be encouraged to enter college after completing their junior year.
- B. motivated high school seniors be made aware of the opportunity and be encouraged to enroll in college business courses, when the course is not available on the high school level and/or the student is not being challenged by existing high school business courses.
- C. the college-bound business major, in keeping with the entire college-bound population, concentrate her or his efforts on the basic required curriculum: English (written and oral), math, science, and history, with special emphasis on math.

the student be informed that concentrating on these disciplines affords him or her the greatest opportunity for advanced placement/college credit at this time. As advanced placement/college credit opportunities develop in business, all college-bound students should be informed of the availability of these offerings. (See Appendix D.)

D. post-secondary and secondary personnel recognize that advanced placement/college credit opportunities, for courses taken from a high school business curriculum, are sorely lacking for students who plan to enroll in business programs at the college level.

E. post-secondary and secondary business personnel determine and meet the criteria that will enable such courses as accounting, computer science, economics, introduction to marketing, introduction to management, and others to become eligible for advanced placement/college credit.

post-secondary and secondary business and guidance personnel take the necessary steps to increase the status of business courses that lend themselves to advanced placement/college credit opportunities and effect their acceptance into advanced placement/college credit programs.

F. communications be improved between post-secondary and secondary business departments to achieve continuity for the college-bound business major. high school business departments, in conjunction

with appropriate post-secondary institutions, develop a program for the high school college-bound business student emphasizing concepts and skills that transfer well into college business courses.

G. motivated students be encouraged to broaden their scope in the area of business by participating in stimulating and challenging programs at the high school level.
each high school take steps to see that these programs are available to their students.

ENRICHMENT AND TRANSFERABLE SKILLS

Business courses whose subject matter is global can begin to introduce college-level ideas to high school students. Such courses are those which avoid the overspecialization of many high school business courses by teaching concept. If their scope is broad enough, the concepts of economics, finance, taxes, marketing, and so on transfer effectively to all careers and could therefore enrich all college-bound students. Some attention should also be given to skills that promote success in college and/or other life situations.

In this section of the study an effort was made to:

- identify courses from the high school business curriculum which can enrich all college-bound students;
- identify skills which transfer well into the college situation and increase students' likelihood of success;
- identify courses from a business curriculum (and elsewhere) whose focus is teaching the skills which post-secondary schools value.

Transferable skills became identified as two related areas: thinking and studying. One area of skills included reasoning, problem-solving, decision-making, clear, logical and critical thinking; the other included writing, researching, and documenting papers.

It is recommended that:

- A. secondary schools strive to increase their business course offerings with the objective of including more business courses that enrich and broaden the background of all students.

students in the secondary schools be made aware of the value of enrichment courses in business and be encouraged to take them to add another dimension to their high school education.

- B1-5. Teachers provide the high school student with many opportunities in existing courses to use her or his reasoning, decision-making, problem-solving and thinking capabilities.

a specific course be developed that effectively teaches thinking skills and that this course be offered to the high school curriculum and strongly recommended for all students.

special consideration be given to such courses as business economics, consumer education, personal management (from a business curriculum), to the decision-making packaged courses from Educational Testing Service, and to values clarification as set forth by Sidney B. Simon, et al, in *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* (New York: Hart Publishing Co., 1972).

- B6-7. teachers emphasize study skills (using the library, researching, writing, documenting) in existing courses. new courses be introduced into the high school curriculum that focus on study skills.
that faculties consider requiring a study skills course for all students.

CAREER AWARENESS AND CAREER EDUCATION

Schools have been paying a good deal of attention recently to promoting career awareness and providing career awareness and providing career education. Most educators agree that career awareness and career education should begin early in one's education and can be effective when incorporated into a given course. Nevertheless, people often fear that business career education is overspecializing. Such fears stem from taking a narrow rather than a broad view of business and a narrow view may prevent students from considering business as a career.

The questions in this section concerned the degree that career education should be emphasized, whether high schools and colleges are coordinating career programs, whether the fear of overspecialization is realistic, and whether career awareness and career education programs enable students to choose appropriate concentrations.

College personnel stressed the importance of keeping options open for high school students and thought career awareness and education should be about the wide range of possibilities. High school personnel consistently noted that their career centers and guidance offices do a good deal of career awareness and education, and thought potential business majors would welcome the opportunity to visit business schools at the colleges.

It is recommended that:

- A. college business personnel meet the high school business students and others to broaden their knowledge of business as a career.

colleges prepare and distribute to high schools a booklet that describes the business programs available in their colleges (as some colleges have done). high school programs which promote career awareness in business be continued and expanded to include parents.

a well-coordinated communications system be developed to notify students and their parents of programs and activities that promote career awareness and education in business.

- B. exploring the broad area of business careers at the high school level be encouraged as relevant.
a high school course be offered and recommended which explores business careers and includes input from the business world, colleges, and other relevant sources.
- C. college personnel develop a communications system to apprise all interested business majors of the many opportunities available for broadening their knowledge of careers in business.
- D. a well-rounded program, which assists the college business student in making a career decision, be the objective of career awareness and career education at the college level. This program should be built into the college curriculum and ideally include all of the following:
 - 1. Introductory courses to broaden awareness of students who will remain uncommitted.
 - 2. Scheduled appointments with personnel from career centers and placement offices to promote career awareness and career education.
 - 3. On-site visits and interviews in the business world.
 - 4. Scheduled appointments with counselors and advisors to redefine goals and relate them to course selection.
 - 5. Personal inventory searches to effect a responsible and appropriate career decision.

SURVIVAL SKILLS RECOMMENDATIONS

If high school business departments were to have no other impact, certainly they can contribute decisively to students' survival skills. Whether or not a high school student pursues business as a career, she or he must live in a business-oriented society. Survival thus depends on being aware of many business concepts and being fortified with the skills required to live effectively and meaningfully.

All people, regardless of their specific careers, must manage their personal affairs, feed, clothe, and shelter themselves. The questions investigated here concern the skills most frequently cited as needed for that personal life management and the best ways of imparting those skills.

It is recommended that:

- A. secondary schools commit themselves to teaching business survival skills and concepts because they are relevant to the life experience of all high school students.
- B. secondary school personnel inform administrators that many business courses are available, as directly related to survival skills and concepts.
- C. to ensure students' acquiring business survival skills, at least one of the following be required of high school students:
 - 1. A broad-based course, such as consumer education, survival skills, consumer techniques, dollar-power, or personal financial management.
 - 2. A set number of half-term (quarter) courses that deal directly with survival skills. These may be packaged sequences for ninth to twelfth grade students.
 - 3. An interdisciplinary, broad-based course which incorporates as many as possible of the skills and concepts listed in Appendix C.

CONCLUSION

The researcher suggests that more attention be directed to improving the quality of business courses and to broadening the concept of business at the high school level. Many secondary schools are in the process of making changes in this direction. They have implemented stimulating and challenging business programs for potential college-bound business majors, as well as other students.

On the other hand, some schools have not upgraded or expanded their basic business programs to any extent. Business educators and business programs appear to be separated from the mainstream in some high schools. In those instances, it is apparent that communications and interactions are sporadic and unproductive. Therefore, it seems necessary to stress the point that business affects and is relevant to a variety of courses. For example, business could be the practical and contemporary application of the theory and history taught in such courses as English, science, math, history, social studies, political science, humanities and ecology. Business departments should therefore be urged to think of interdisciplinary approaches, which might then create cohesiveness rather than dichotomies between departments.